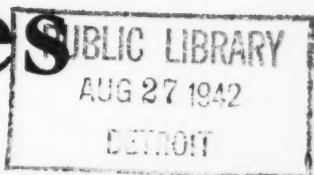


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Scandinavian Studies

VOLUME 17

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THE HISTORY OF THE DEPARTMENT OF THE SCANDINAVIAN LANGUAGES AND LITERATURE AT THE UNIVERSITY OF WASHINGTON

EDWIN J. VICKNER

University of Washington

SOME time ago I was requested by a member of the editorial staff of *Scandinavian Studies* to write an article dealing with the establishment and development of the Scandinavian Department at the University of Washington. I have hesitated to comply with this request since I have felt that such an article would too extensively concern itself with my own personal efforts. A department of the Scandinavian languages seems to demand in a higher degree than does any other language department special personal devotion, sacrifice, and exertion on the part of its incumbent or staff in order to develop satisfactorily, or even to maintain itself, in the midst of the constantly increasing obstacles presented by the current trend of curricular and registrational changes. I hope that the readers of this article will pardon the intrusion of the personal element.

In the spring of 1908 three students of Swedish extraction, O. R. Karlstrom, R. C. Skone, and Andrew Anderson, attracted to one another by their common ancestry, drifted accidentally into a conversation, in the course of which one of them quite casually expressed a wish that a course in Swedish might be given at the University. Although originally devoid of any intention, this wish, as so often happens, became the father of the deed. It was undoubtedly the germ out of which the Scandinavian Department at the University of Washington grew. This wish found expression again and again in subsequent conversations and became at last a definite idea.

Having talked the matter over among themselves and some of their student friends, they decided to consult Professor Carl Edward Magnusson of the College of Engineering, whose interest in Swedish culture and traditions was well known. Assuring them of his assistance, he advised them to secure the co-operation of as many students of Scandinavian descent as possible and to organize a definite all-Scandinavian movement. A Scandinavian Club was established, consisting at its beginning of seven enthusiastic and energetic members. A very modest beginning, but we must bear in mind that the whole attendance of the University in all colleges was at that time only approximately 1,600 students, not including the Summer School, and of these, to judge from their names, only some fifty could possibly have been of Scandinavian ancestry.

A meeting was called, at which it was decided that the Scandinavian Club should work for the establishment of a Scandinavian Department at the University of Washington. Professor Magnusson promised that he would assist in bringing the matter before the Board of Regents as soon as the movement had assumed definite proportions. Professor Meisnest, Head of the German Department, was present and generously offered the assistance of the German Department in promoting the matter. It was also decided to hold a May Festival in order to arouse the interest of the local Scandinavian-Americans and perhaps also to impress the Administration with the seriousness and importance of the project.

The May Festival proved a success beyond all expectations. The attendance was large and enthusiastic. Professor Magnusson gave the main address; the excellent choir of the Swedish Gethsemane Lutheran Church and several Scandinavian vocal and instrumental soloists furnished the musical part of the program; the late Swedish Consul Andrew Chilberg defrayed the expenses connected with the festival. The enthusiasm of the large audience augured well for the realization of the idea.

Shortly after the May Festival a petition was submitted to Dr. Thomas Franklin Kane, President of the University; this petition reads as follows:

We, the undersigned students of the University of Washington, desire in-

struction in the subjects stated after our names, and respectfully request that you and the Board of Regents consider the advisability of establishing a chair in the Scandinavian Languages and Literatures in this our highest institution of learning.

Respectfully submitted,

The petition is signed by 25 students desiring Swedish, by 6 desiring Norwegian, by 2 desiring Danish, and by 1 desiring "either," whatever that means.

I have been unable to discover what reception was accorded this petition; the attitude of President Kane and the Board of Regents seems on the whole to have been friendly. During the autumn quarter of 1908 Professor H. J. Hoff, now Professor of Modern Languages at Bethany College, Lindsborg, Kansas, volunteered some instruction in Swedish, not listed in the University Bulletin for that year. During the latter part of the year 1908 the interest of the Scandinavian-Americans throughout the state grew very rapidly and finally bore fruit in a mass petition to the Board of Regents, requesting the establishment of a Department of the Scandinavian Languages and Literature. The individual signatures numbered 380, distributed according to ancestry as follows: Swedish 253, Norwegian 103, Danish 7, American 13; besides, several congregations and societies signed collectively.

The limited financial resources of the University and a greater dependence upon state legislative action in internal university matters than at the present time seem to have deterred the Board of Regents from an immediate favorable decision. That they were inclined to give the matter favorable consideration we may perhaps conclude from the fact that the fall and winter of 1908 witnessed considerable activity, the aim of which was to bring the matter up before the State Legislature at its coming session. According to the late Professor Carl Edward Magnusson, members of the Legislature as well as candidates running for legislative offices were approached through letters and in personal interviews, and their co-operation was solicited. The reception seems to have been generally favorable. At the session of the Legislature of the State of Washington in the year 1909 the following bill was introduced and enacted into law:

Chapter 243, page 879
 General Appropriation Bill
 For the University of Washington

Maintenance and establishing a chair in the Scandinavian language, equipment and building (from the university current fund until exhausted, balance from the general fund): provided, that this appropriation for maintenance be made contingent upon the establishment by the Board of Regents, upon the opening of the college year for 1909, and the maintenance of a course in military drill, tactics and other proper theoretical and practical military instruction at least two years for all male undergraduates. Appropriation \$652,322.00.

This is an exact quotation from the legislative records.

In the course of the year 1909 a petition was submitted to President Thomas F. Kane and the Board of Regents, requesting the appointment of Professor David Nyvall as Professor of the Scandinavian Languages at the University of Washington. This petition was granted; Professor Nyvall was at the time of his appointment President of North Park College, Chicago, and a well-known leader in the Swedish Covenant Church. A quotation from the *Seattle Post Intelligencer* for August 13, 1910 may be appropriate here, since it reveals the interest of the local Scandinavian-Americans in the Scandinavian Department and its incumbent:

The Scandinavians of Seattle tendered a reception and a banquet to Professor David Nyvall at the Swedish Club hall last night, which was attended by the representative Swedes, Danes, and Norwegians of the city.

More than five hundred gathered in the upper hall of the building to greet Dr. Nyvall at the informal reception held from 7 to 9 o'clock. After each had been presented there was a programme of instrumental and vocal music.

Over a hundred persons participated in the banquet, among whom we note President Kane, the Scandinavian Consuls, representatives of the Board of Regents and the faculty of the University as well as a number of the most prominent Scandinavian-Americans of the city.

The curriculum of the department as arranged by Professor Nyvall for the year 1910-11 presents the following appearance:

1, 2	Swedish Language.	Four hours.
3, 4	Norwegian Language.	Four hours.
5, 6	History of Norwegian and Danish Literature.	Four hours.
7, 8	History of Swedish Literature.	Four hours.
9, 10	Old Norse Grammar.	Four hours.

I wish to call attention to the fairness with which the various Scandinavian nationalities have been treated. This is an attitude which the Scandinavian Department at the University of Washington has always tried to preserve with considerable sacrifice of time and labor; but the result has been very gratifying. The different Scandinavian nationalities, Danes, Icelanders, Norwegians, Swedes, and Finlanders, have always felt that it is their department.

The Administration of the University had been very fortunate in its appointment of Professor Nyvall. Enjoying, as he did, the respect and confidence of the local Scandinavian-Americans, he readily secured their co-operation, at least in a general way. Several hundred volumes of the departmental library, inscribed "Donated by Scandinavian Friends," bear testimony to this. Through his courtesy, modesty, and interdepartmental loyalty he laid the foundation for the pleasant relations and practical good-will which ever since have existed between the Scandinavian Department and the other language departments at the University. The Scandinavian May Festival, for a quarter of a century the most important inter-Scandinavian festival on the Pacific Coast, owed much of its dignity and significance to Professor Nyvall's initiative and resourcefulness.

The attendance during the early years of the Department's existence failed perhaps to satisfy the expectations of Professor Nyvall and his successor. We must, however, remember that the number of Scandinavian-American students at the University at that time was very small, hardly more than fifty. Evidently some of the signers of the student petition previously referred to failed to redeem their implied promises. The experience of Professor Nyvall and his successor is unfortunately that of all university instructors in the Scandinavian languages. The great general loyalty and interest manifested by the Scandinavian-Americans give rise to expectations that often end in disillusionment, for they evidently fail to realize that their loyalty and interest should be especially active in the promotion of student attendance. Their inattention to this important matter has often either caused the discontinuance of Scandinavian departments or prevented their permanent establishment or hampered their development.

After two years of energetic pioneer work Professor Nyvall resigned in order to resume the presidency of North Park College, thus returning to the service to which he has dedicated his life and his unusual gifts. Early in 1912, the University of Washington issued a call to Edwin J. Vickner, Professor of German and Spanish at Gustavus Adolphus College. This call caused the recipient both pleasure and indecision. Acceptance of the call would mean severance of connection with an institution to which he was sincerely attached; it would also necessitate the abandonment of a field in which he was reasonably well prepared to do work of some importance. But he succeeded in persuading himself to look upon the new activity as an idealistic mission and accepted the call.

Professor Nyvall had often deplored the non-existence of suitable elementary textbooks for the Scandinavian languages. In order to remedy to some little extent this deficiency Professor Vickner began, immediately after the call, to prepare a Swedish grammar, which was published by Augustana Book Concern, Rock Island, Ill., in 1912. The shortness of time and the absence of predecessors may perhaps serve to mitigate the criticism of its imperfections. In 1914 an excellent Swedish grammar was published by A. Louis Elmquist, which in fullness and scientific exactness satisfies the highest demands. After three months of linguistic study in Norway and Denmark Professor Vickner assumed his new duties as Professor of the Scandinavian Languages at the University of Washington.

Below, the reader will find a table demonstrating the numerical development of the department. If the actual attendance in the beginning was quite disappointing, there was, on the other hand, no lack of students who thought that they were entitled to advanced language credits because they possessed some rather amorphous knowledge of one of the Scandinavian languages. This tendency had to be discouraged; else the department would have acquired an unenviable reputation in university circles. But a refusal sometimes gave rise to unpleasantness. Letters of protest were even received from clergymen whose Sunday-school pupils failed to qualify for such credits.

Very soon several important changes were made in the curric-

ulum of the department, which resulted in increased attendance and incidentally in a heavier teaching load. It has always been an inviolable rule in the department that any addition to the Swedish part of the curriculum be accompanied by a corresponding addition to the Norwegian-Danish part. In 1913 the curriculum had the following appearance:

1-2. Swedish Language.	4 credits.	The year.
3-4. Norwegian-Danish Language.	4 credits.	The year.
5-6. Norwegian-Danish Literature.	2 credits.	The year.
7-8. Swedish Literature.	2 credits.	The year.
9-10. Old Icelandic.	2 credits.	The year.
11-12. Modern Swedish Literature.	2 credits.	The year.
13-14. Modern Norwegian-Danish Literature.	2 credits.	The year.
15-16. Modern Scandinavian Authors in English Translation.	2 credits.	The year.

This schedule would normally have required sixteen to twenty hours of instruction per week. In reality it became a little heavier. Already at this early period the department began to inaugurate gradually a conference system for the advanced courses in Swedish and Norwegian-Danish Literature, with adjustable periods of meeting in order to avoid the many conflicts with required subjects. In regard to courses 3-4, Norwegian-Danish Language, one may say with the Spanish grammarian who had written the first Basque grammar, "El imposible vencido"; the students of elementary Danish and elementary Norwegian had to be taught in the same class. For this purpose a grammar was used of which there were two editions, one Norwegian and one Danish, identical except for spelling and certain expressions. Now an "or" has been inserted in the title of the courses where "Norwegian-Danish" occurs, and the Danish students are taught in special conferences.

The reader will notice an important innovation: a course in Scandinavian Literature in English Translation was introduced. This step was disapproved of by the other foreign-language departments; the prevalent opinion was that such work should be done only by the English Department. Much later these departments followed the example of the Scandinavian Department; now translation courses are not only approved of but highly recommended. The early introduction of this course brought the

department into a very advantageous contact with the English Department, which showed its confidence in the Scandinavian Department by granting credit in English for this work.

Subsequently a number of changes in, and additions to, the curriculum have been made in order to give it the desirable fullness and completeness. Other English courses have been introduced as well as courses in Comparative Philology and Etymology, which are attended by major students in other foreign-language departments. These additions to the curriculum naturally made the work of the instructor very heavy; it usually ranged from twenty to twenty-four hours per week. It was not possible to obtain any assistance: the clock-hour cost per student at the University was perhaps the highest in the Scandinavian Department; there was a rule at the University requiring a minimum of fifteen students for a lower-division course and eleven for an upper-division course, a minimum which the Scandinavian courses did not always attain; it was difficult to find any one at a small salary qualified to assist in the varied work of the department. There were other duties connected with the department just as imperative as the teaching: the Scandinavian Club at the University, which is still living a fairly vigorous life, had to be guided and assisted; a number of Swedish and Norwegian plays had to be coached and presented; lectures and speeches had to be given in the hundred and one churches and societies of Seattle and neighboring parts of the State of Washington. There are great ideal compensations in the Scandinavian work, but all those who are engaged in it know that it is no sinecure.

During the summer of 1923 two short courses were given in Swedish and Norwegian in the Summer Session; these the instructor gave without compensation in order to prove that there existed a certain demand for such work. Although not listed regularly, they were fairly well attended and led to the permanent incorporation of Scandinavian courses in the curriculum of the Summer Quarter. At the present time the following courses are given:

- 183a. Genius of Scandinavian Literature.
185a. Scandinavian Drama.

Five hours. 2½ credits.
Five hours. 2½ credits.

7a. Elementary Norwegian.

Two hours. 1 credit.

8a. Elementary Swedish.

Two hours. 1 credit.

183a and 185a are given as English Courses in Scandinavian Literature; 183a devotes considerable attention to Old Icelandic literature; 7a and 8a are given without compensation; the required teaching load in the Summer Session is ten hours a week.

Similar work is given in Extension; in the course of time some four hundred of the public-school teachers of Seattle have attended these courses, through which they have gained a sympathetic understanding of Scandinavian culture.

In the fall of 1935 Mr. Sverre Arestad was appointed full-time assistant in the Scandinavian Department and was promoted to associate in 1936. Having completed his work for the doctor's degree and having spent a year in literary, linguistic, and social studies in Denmark, Finland, Norway, and Sweden, Dr. Arestad was in 1939 appointed Instructor in the Scandinavian Languages and Literature. Dr. Arestad is a promising scholar and an excellent teacher, an effective lecturer and an untiring, devoted, and self-sacrificing worker, who has succeeded in becoming truly Scandinavian in his outlook and sympathies.

The following table gives the present appearance of the curriculum of the Scandinavian Department:

1-2-3. Elementary Swedish.	3 credits a quarter.
4-5-6. Swedish Reading Course for Beginners.	2 credits a quarter.
1 and 2, 4 and 5 are repeated Winter and Spring Quarters.	
10-11-12. Elementary Norwegian or Danish.	3 credits a quarter.
13-14-15. Norwegian or Danish Reading Course for Beginners.	2 credits a quarter.
10 and 11, 13 and 14 are repeated Winter and Spring Quarters.	
20, 21, 22. Norwegian or Danish Literature.	2 credits a quarter.
23, 24, 25. Swedish Literature.	2 credits a quarter.
103, 104, 105. Recent Swedish Writers.	2 to 4 credits a quarter.
106, 107, 108. Recent Norwegian or Danish Writers.	2 to 4 credits a quarter.
98, 98, 98. Old Scandinavian Literature.	1 credit.
99, 99, 99. Scandinavian Cultural Institutions.	1 credit.
109, 110, 111. Modern Scandinavian Authors in English Translation.	1 credit.

180, 181, 182. Recent Scandinavian Literature in English Translation.	2 credits a quarter.
201-202. Old Icelandic.	2 credits a quarter.
203-204. History of the Swedish Language.	1 credit a quarter.
205-206. Scandinavian Literature in the Nineteenth Century.	2 credits a quarter.
208. Scandinavian Lyric Poetry.	1 credit.
209. History of Scandinavian Literature.	1 credit.
Comparative Philology	
190-191. Introduction to the Science of Language.	2 credits a quarter.
192. Life of Words.	2 credits.

The courses numbered 201 to 209 are given according to demand.

A few words regarding the methods of instruction employed in the department may be illuminative. Inasmuch as the elementary courses in the Scandinavian languages are to a considerable extent attended by upper-division students, a serious attempt is made to inject into these elementary courses a cultural element which may render them worthy of university attention. This aim is attained by means of frequent short talks on literary topics as well as on cultural topics in general, also by emphasizing elementary philological relationships. While stress is laid upon the acquisition of a speaking knowledge, a cultural reading knowledge is regarded as the chief purpose of the study. The study of grammar is reduced to a minimum.

In order to facilitate the acquisition of a cultural knowledge of the language studied, all prerequisites have been abolished, and the student is allowed to enter any course, provided he possesses an adequate reading knowledge and, in general, the ability to do the required work.

The work beyond the purely elementary courses has for a number of years been done in conferences with small groups of students (3 to 5), occasionally in individual conferences. This system makes possible a better grouping of the students according to ability and preparation. Another advantage of this system is that some groups are able and willing to do much more than the minimum required from each group. No definite lessons are assigned, but the minimum of time to be spent on preparation is regulated, approximately $1\frac{1}{2}$ -2 hours per credit hour. This

confidence reposed in the student is rarely abused. The conference system, however, tends to increase the teaching load of the instructors in a way which can not always be adequately designated in the departmental reports to the Administration; on the other hand, the satisfaction derived from a scholarly and personal point of view is a pleasant compensation for the additional work. The teaching load of each of the two instructors in the department averages at the present time 16 to 19 hours per week.

The paucity of Scandinavian texts annotated for student use has made it necessary for the instructors in the course of time to annotate approximately 50 novels, plays, and collections of poetry, page by page; in many cases there are as many as 15 to 20 pages of notes, including the necessary vocabulary, for each text. Type-written copies of these notes as well as individual copies of the text are distributed among the students; they are also allowed to make use of English translations of the books studied. This enables the instructor to concentrate the study on the truly significant portions of the book; the remainder can be read in English translations. This system imparts a pleasant variety to the work and makes it possible to read a surprisingly large number of books in the course of a few quarters. The work is done in the form of oral and written accounts of the contents, supplemented by questions and talks on the part of the instructor; difficult words and idioms are explained etymologically, fundamental elements of word-building are imparted, and an attempt is made to develop the linguistic consciousness of the student. The Library of the University has been of great assistance in this work by permitting the purchase of a sufficient number of duplicates of the originals as well as of any existing English translations. The Scandinavian section of the University Library has attained a total of approximately 2,500 volumes, not including a considerable number of scientific works and publications. Neither does this total include the exceedingly large number of duplicates both of the originals and of the English translations. The guiding purpose in making this collection has been to create a practical working library for the large number of students who desire a general acquaintance with Scandinavian

literature and culture rather than to create a research library for the benefit of the staff. The fact that a variety of literary works is available at little or no expense has no doubt favorably influenced the growth of the department.

In this connection it may be mentioned that the department has received several generous donations since the first donation mentioned in connection with Professor Nyvall's incumbency. The Swedish Club and the Leif Erikson Lodge of the Sons of Norway, both of Seattle, have each donated \$400 for the purchase of books; the Saint John's Danish Lutheran Church and the Norwegian Society Balder have made generous donations for the same purpose. And the John P. Larsen fund has yielded approximately \$300 for the benefit of the departmental library since it was established in 1930. Mr. K. O. Erickson of Port Angeles, Washington, has given \$1,200 as a first donation toward a fund which will serve to equip and maintain a Scandinavian room and cultural center at the University of Washington. The present international situation has temporarily interfered with the realization of this project.

But instruction is not the only important phase of the work of the Scandinavian department. The growing interest in Scandinavian cultural, social, and economic matters has tended to widen the scope of the department; it has become to some extent a bureau of information. Inquiries are constantly coming in concerning the most varied matters: national costumes, folkdances, weaving, 'smörgåsbord,' labor movements, co-operatives, the present political situation, etc. The department is also in intimate contact with cultural matters among the Scandinavian-American population of the state. Thus, a member of the staff served for almost two years as chairman of the American-Swedish Tercentenary Association of Seattle and Vicinity, a duty involving numerous meetings, addresses, trips, etc. Another member of the staff is chairman of the local Norwegian Relief Committee. There is also a constant demand for lectures on Scandinavian topics, the majority of which are delivered without compensation.

A heavy schedule and all this extramural cultural work are inimical to research other than that which directly serves to enrich the instructional work. But the staff has nevertheless

found time to publish several textbooks, to translate plays for publication, and to contribute numerous articles to the local Scandinavian and American press, which especially of late may have been instrumental in eliminating certain current misunderstandings.

The following table will sufficiently clearly set forth the numerical development of the department. The reduction in attendance beginning in 1939 is undoubtedly due to the introduction of a new form of registration, which requires pre-registration for a whole year and an individual advisory system. This new form of registration, when looked at from a general point of view, appears to be an improvement, but it seemingly affects unfavorably the attendance in small elective departments, where there are few majors and where the registration is somewhat intermittent, depending on time and opportunity. It may be stated that none of the recent curricular and registrational changes have benefited the Scandinavian Department. The temporary decrease in 1918 was due to the effects of the First World War. The recent introduction of Scandinavian languages into some of the high schools in Western Washington tends to decrease the number of beginning students in the department and does not increase the number of advanced students. I should not be at all surprised to hear that this is also the experience of the Scandinavian departments at other universities.

The present situation has unfavorably affected the enrollment in the department. An unusually large percentage of the beginning-language students in the Scandinavian Department consists of upper-division male students. The great reduction in enrollment at the University during the present academic year is especially noticeable among students of this type.

ENROLLMENT IN SCANDINAVIAN CLASSES

Academic Year	First Semester	Second Semester
1911-12	22	17
1912-13	28	36
1913-14	45	47
1914-15	47	52
1915-16	60	60
1916-17	71	76

ENROLLMENT IN SCANDINAVIAN CLASSES—(Continued)

Academic Year	Summer Quarter*	Fall Quarter	Winter Quarter	Spring Quarter
1917-18		49	74	62
1918-19		25	33	38
1919-20		71	69	53
1920-21		62	60	82
1921-22		40	53	62
1922-23		78	97	84
1923-24		71	104	117
1924-25	30	91	111	101
1925-26	28	109	112	90
1926-27	30	103	112	96
1927-28	29	95	115	94
1928-29	25	83	84	99
1929-30	50	105	118	112
1930-31	54	119	112	105
1931-32	66	98	123	93
1932-33	50	109	101	107
1933-34	35	176	180	158
1934-35	34	162	181	157
1935-36	40	154	185	175
1936-37	19	230	241	250
1937-38	69†	232‡	291	260
1938-39	41	158	276	207
1939-40	29	166	191	164
1940-41	28	148	191	180
1941-	35	145		

* Summer Quarter Scandinavian courses were first offered in the summer of 1924.

† Beginning with 1937 courses in Elementary Swedish or Elementary Norwegian or both are included in the Summer Session Registration.

‡ The enrollment in the year 1937-38 may be regarded as fairly typical: approximately $\frac{1}{3}$ of the students were enrolled in the Swedish section, $\frac{1}{3}$ in the Norwegian, and $\frac{1}{3}$ in the English.

ARNÓRR THÓRDARSON JARLASKÁLD AND
HIS POEM *HRYNHENT*

LEE M. HOLLANDER

University of Texas

ARNOR came of an aristocratic and wealthy Icelandic family. His father, Thord Kolbeinsson, himself a gifted skald with a vitriolic tongue, is the 'villain' in the saga of the doughty Bjorn hitdælakappi. According to this account Thord won his wife, the famous beauty Oddny eykyndill, from his friend Bjorn by an act of treachery. Arnor, one of the eight children by this marriage, was born about 1012. Little is known of his youth except that the *Grettis saga*¹ relates how, at the age of ten, he was sent by his father with a party against the famous outlaw and did not acquit himself very well—a rather improbable story; but this much seems true, that he was of a conciliatory nature which deplored feuds and incidents provoking them. Witness the strong disapproval he utters,² when a mere youth, of the vindictive exchange of satiric verses between his father and Bjorn: he knows it will lead to tragedy. When of age, Arnor went on commercial journeys which brought him to Norway, England, and especially to the Orkneys. While there he attached himself to the rival earls, Rognvald (Reynold) Brusason and his uncle, Thorfinn Sigurtharson, and married a relative of theirs. He was a witness to their mortal feud, divided in loyalty to both of these splendid chiefs.³

'Loath am I to lift sword-hand—
Little do I hide it—
'gainst the bairn of Brusi;
best though one's liege to follow:
bad my lot will be, and
bitter the test of friendship,
if now, for war eager,
the earls will fight each other.

¹ Chap. 60.

² *Bjarnarsaga hitdælakappa*, chap. 23.

³ *Orkneyingasaga*, chaps. 17–29. *Jarlaskáld* signifies 'the Earls' skald.'

⁴ This is classified as a *lausavisa* (no. 5)—single, occasional verse—in Finnur Jónsson's *Den Dansk-Islandske Skjaldedigtning* (*Skj.*).

Even in his poem in praise of the victor, Thorfinn, Arnor cannot forbear expressing his disapproval of the parricidal strife:⁵

Afoot was foul mischief
fatal, the time many
sent to their death sordid
slander, as the earls battled:
dear friends, both they, fought there—
fell many a peace-lover—
by Rauthabjorg,⁶ and reddened
Rognvald's kinsman sword-blades.

In Pentland Firth the peerless
princes saw I—thereby
worse groweth my woe now—
wage war on one another;
decks were with blood dabbled,
dank with it the bulwarks,
red blood poured o'er the railings,
ran the sea with wound-dew.⁷

The grandiloquent praise of this lord, though sincere, is rather more typical than original:⁸

Land 'neath the sea sinketh,
sun groweth dim and darkling,
rive on high the heavens,
whelm great tides the mountains,
ere that in the Orkneys
atheling than Thorfinn
more glorious—may God help
his gallant hird⁹—be born aye.

⁵ Stanzas 20, 21, of *Thorfinns drápa* (a *drápa* is a relatively long, encomiastic poem).

⁶ The present Robery, a cape in the Orkneys; cf. A. B. Taylor, *The Orkneyinga Saga* (London, 1938), p. 364.

⁷ Kenning for 'blood.'

⁸ *Thorfinns drápa* 24. Nor should the stanza be regarded as a reminiscence from *Völuspá*—as one literary historian repeats after the other.

⁹ The body-guard of the chieftain, who mourn his loss.

Proceeding to Norway Arnor entered the court of King Magnus Olafsson, who at this time had admitted his uncle, the great warrior Harold Hardruler, to co-regency. Harold, himself a good skald and a connoisseur of the art, undoubtedly was jealous of the warlike fame of his nephew; his own laurels had been won in the Mediterranean and were known only by hearsay. He is testy—as an older man of his impetuous disposition is apt to be when confronted with a wise head on young shoulders, as in the case of Magnus. This must be borne in mind in connection with the revealing anecdote¹⁰ which brings these three men together.

"It is told that one day when both kings sat in the same hall at their food, they were getting along fairly well, though each one was thinking his own thoughts. Arnor jarlaskáld had joined the kings' court and had composed poems on both kings. Now it happened that when the skald was busy tarring his ship, messengers of the Kings Magnus and Harold came to him and bade him go to court and recite his poems. He went immediately, without washing the tar off his hands; and when he arrived at the hall he said to the guards: 'Make way for the kings' skald!' And so they did. He entered and presented himself before the kings and said: 'Hail to you both, ye kings!' Then King Harold asked: 'To whom of us will you recite your poem first, skald?' He replied: 'To the younger one first, my lord.' The king asked: 'Why first to him?' 'My lord,' replied Arnor, 'the saying goes that young people are apt to be impatient.'¹¹ For to either king it seemed more honorable to have his poem recited first.

¹⁰ Told in *Flateyrbók III, Magnus saga hins góða ok Haralds harðráða*, chap. 24; *Morkinskinna*, ed. Jónsson, pp. 116 f.

¹¹ There is no doubt that Arnor here pointedly alludes to an episode in the smouldering hostility between the kings: Against their agreement, Harold one time anchored his ship in the 'king's berth' in a harbor; whereupon Magnus immediately prepares for battle. Harold prudently gives in, remarking (as the older man) that "*bráðgeð er bernska*" ("youth is rash") and that he regarded Magnus' action as "*æskubragð*" ("a youthful act"). Magnus sternly rebukes him with the words that it was "*ættarbragð*" ("a family trait," an action in accord with family rights and traditions), and not a youthful act; that if he had in this instance yielded his rights, it would have established a precedent for other infringements on his rights. *Heimskringla, Upphaf Haralds konungs harðráða*, chap. 27.

"Then the skald recited his poem, and in it mentioned first the Earls in the Western Isles, and then had some matter on his travels.¹² When he had got so far, King Harold said: 'Why should you be interested in this poem, my lord, even though he has composed about his travels or about the Earls in the Western Isles?' King Magnus said: 'Wait a bit, kinsman. I suspect that you will think me praised highly enough before the poem comes to an end.' And when the skald had come to this point (in the original the first stanza of the *Magnus drápa*, generally called *Hrynhent*, is quoted here), King Harold said: 'You may praise this king as much as you please, but you don't need to speak ill of other kings, for that.' But the poet continued in the same strain until this matter was touched on (here are quoted stanzas 16 and 17, describing eloquently Magnus' bravery and his splendid fleet); then King Harold said: 'This man certainly does compose with the greatest verve, but I don't know how he is going to end.' Thereupon the skald recited this stanza (the one likening the king's fleet to the angelic hosts of heaven and affirming that his people love him next to God). And no sooner was the poem finished than the poet began reciting his *drápa* on Harold, addressing himself to him—it is called *Blágagla drápa* (*Raven drápa*), and a good poem it is. And when it came to an end, King Harold was asked which poem he considered the better. He replied: 'I am well able to detect the difference between these poems. The one on me will soon drop out of men's minds, so that no one will remember it; but the *drápa* on King Magnus will be heard the while men live in the Northlands.'

"King Harold gave the skald a spear inlaid with gold, but King Magnus in the first place gave him a gold armring. Thereupon Arnor walked toward the entrance of the hall, putting the ring on the socket of the spear, and exclaimed: 'On high shall be borne of both kings the gifts.' 'Certainly that man seems to hit on the right way of putting things,'¹³ said King Harold. The poet

¹² Perhaps as a kind of prelude; but it is not clear whether these stanzas belonged to the King's *drápa*.

¹³ Thus Finnur Jónsson in his *Den oldnorske og oldislandske Litteraturs Historie* I, 339, though the obscure expression *kom sia til nockurs longum ordnogni*, *Fib.* III, 322 (and *Mork.* similarly) hardly warrants this *ad hoc* translation. As a matter of fact the conclusion in either version somehow does not read right.

had promised him to compose a memorial poem on him if he survived him.¹⁴ King Magnus later gave the poet a merchant ship with full crew—which was a splendid gift—and became great friends with him."

In order to grasp the frequent historical allusions in the poem on King Magnus, "which will be heard the while men live in the Northlands," it will be well to draw a thumbnail sketch of his career before the time of the anecdote just related, filling in the details of single events referred to.

Magnus, the illegitimate and only, but acknowledged, son of Olaf the Saint, had been left in the keeping of royal foster-parents in Russia while his father had gone on the ill-fated expedition to recover Norway from his rebellious nobles. A few years later, dissatisfied with the Danish rule they had brought about and sensing the growing power of the miracles of St. Olaf, they took the lead in bringing the boy Magnus back. Toward the end of winter (1035) he crossed the Baltic with good equipment. Soon a considerable army collected about him, composed for the most part, probably, of old adherents of St. Olaf and other exiles from Norway, but reinforced by Swedish franklins urged on by Magnus' stepmother, Queen Astrid. With this force he crosses the mountains to Norway and is received with open arms in the 'traitor district' of Throndheim. Offering but slight resistance the Danish ruler flees, and the boy king now swiftly assembles a formidable fleet to carry the war into Denmark in his turn. Jomsborg, the great sea fortress on the Pommeranian coast, founded by the Danes to hold the Wends in check, but now occupied by them, is stormed and burned to the ground. And when a tremendous host of Wends invades Denmark in retaliation, Magnus, with inferior numbers, stems the tide, defeating the enemy with great slaughter in the famous Battle on Hlyrskog Heath (in Sleswick). Several attempts of the pretender, Earl (later King) Svein Estridson, were put down (as in the naval battle off Helganes), until the Danish realm was securely in Magnus' hands.

The verse form of Arnor's poem is the fairly rare *hrynhent*.¹⁵

¹⁴ This he did, and we possess considerable remnants of it; whereas of *Blágagla drápa*, true to the prophecy, nothing has come down to us.

¹⁵ The verb *hrynja* is used of a rushing, pealing sound or motion. *Hrynhent*

This is an enlarged *dróttkvætt*, with the addition, internally, of two syllables. The result is curiously like trochaic tetrameter, as used, e.g., by Longfellow in his *Hiawatha*; nota bene, with the internal assonance and rime, and the obligato of Old Norse verse, alliteration. The suggestion has been made that, while lending itself to orotund effects, the roomier measure obviated the ever present necessity of using an inordinate number of kenning in order to fit the Procrustean limits of *dróttkvætt*. The poem *Hrynhent* is named from its meter:

Magnus, hear my matchless poem:
mighty art thou, none more valiant!
Praise I shall thy dauntless prowess,
Prince of Jutes,¹⁶ in nimble rhythms:
hawklike¹⁷ art thou, lord of Hordland¹⁸—
hardly any ruler like thee;
thrive, then, mayst thou more than they shall,
thane, till rive the very welkin.

Dragon-ships¹⁹ thou didest launch forth
down on rollers in the East-Sea,
setting foot on plankèd, slender
sea-steed, decked with Russian tackle;²⁰
tarriedst nowise, masts though trembled,
tossing, and the bowsprit wallowed—
stem and stern, still ice-encrusted,
struck by waves—deep in the sea-troughs.

is the form of the most famous religious poem of Medieval Iceland, Eystein Ásgrímsson's *Lilja* (*The Lily*), composed in praise of the Virgin Mary (middle of the 14th century).

¹⁶ Which Magnus became virtually, after the battle off Helganes; cf. st. 15.

¹⁷ 'Hawk' is both kenning and appellation for a young, dashing hero.

¹⁸ ON *Horðaland*, the district around the Hardangerfjord.

¹⁹ The abrupt transition suggests that one or more stanzas are missing here telling of Magnus' youth. At any rate the two *visuhelming*s inserted here certainly do not fit the context. It has been suggested by F. Stanton Cawley (*SSN*, 1926, Vol. IX, pp. 13 ff.) that after these (and perhaps other verses) had been erroneously inserted in *Hrynhent*, the compiler of *Morkinskinna* himself composed the passage referring to them in the discourse between the poet and the two kings, related above, in an attempt to explain them.

²⁰ Donated to Magnus by his fosterfather, prince Jarislav.

Bucklers red²¹ then bore'st thou, Ygg-of-battle,²² into Swedish hamlets,
and the franklins of the folkland
flocked to thee to aid thy progress.
From the east there thronged the thingmen
thence, with gilded spears and white shields—
reddener-of-ravenous-wolves'-tongues—
rallying, chosen for the sword-thing.²³

Westward cam'st thou, awing craven
caitiff foemen with the highest
helm of terror, into Thronðheim's
traitor shires, thou wound-bird's²⁴-feeder;
whilst approaching doom and downfall
dogged the enemy host of yeomen:
for their wretched lives they fearing
fled before the son of Olaf.

Low thou brought'st their pride of power,
prince who batest wolf-packs' hunger:
fled thy might the mere-ship's steerer²⁵—
Magnus—from the land of Norway.

As thy own thou took'st all Norway's
udal lands,²⁶ thou friend of warriors:
younger ruler scarce e'er wrested
realm and folkland from his enemies!

Sithen, south along the home-land
sailed the king with many warships;
scope then was there given to skiffs to

²¹ I. e., war shields; presumably, to enlist men for his cause.

²² Ygg is a name of Óðin, here used in a kenning for 'warrior.'

²³ In the original, *til tírar þinga* 'to things (assemblies) of glory'; which stands for 'battles' or, in skaldic diction, 'sword-things.' The translation in *Skj.*, "berømmelige møder," is quite misleading.

²⁴ Kenning for 'eagles or ravens' as scavengers of the battlefield.

²⁵ This apparently refers to Svein, the Danish ruler, a son of Canute.

²⁶ The udal, or allodial lands, are lands held as absolute property by free-born owners.

skim the seas—ran Visund²⁷ southward.
 Ordered he his men to every
 oar-bench, helmet-clad; 't was fearsome
 —shapely seemed the ships with Russian
 shields—for men to see such war-gear.

Hatefully the spume and spindrift
 spattered 'gainst the poop and rudder,
 gusts of wind did shake the galleys'
 gold-decked railings, low them bending,
 as you steered past Stafang²⁸ southward
 steadfastly—the waters parted—
 up above there burned like fire
 burnished mastheads—toward Denmark.

Hear now how the scion of heroes
 harried on the Wendish homelands,
 in this burden;²⁹—fortune-favored
 fared his ships from shipyard rollers;
 hardly ever had a ruler
 highborn launched more ships—'t was rued by
 Wends—the foaming main to furrow,
 frosty-prowed—against that folk-land.

Skylding³⁰ king! With fire then fell you
 furiously upon the heathen,
 made great carnage, keen-eyed rapine-
 queller,³¹ bloody, south by Jomsborg;
 heathen hosts durst nowise shield their
 halls within the ample breastworks:

²⁷ *Vísundr* (*Bison*) was the name of a ship which belonged to King Olaf and, later, to King Magnus. "It had more than 30 benches for the rowers, and on the prow was the head of a bison; on the stern, its tail. Head, tail, and sides (?) of the vessel were gold-inlaid." *Heimskringla, Magnus saga góða*, chap. 19.

²⁸ Town on the 'inside passage' along the coast of southwest Norway.

²⁹ The *steffamél* ('burthen') of the original, if taken literally, means a set of stanzas ending with a refrain. However, there is nothing in the stanzas that have come down to us to indicate the existence of a refrain.

³⁰ Descendant of the mythical King Skjold, progenitor of the royal race of Scandinavia. Here used generally for 'king.'

³¹ The king is the guardian of the peace of the realm.

fire and hurtling flame, high-blazing,
frightened townsmen, king, awe-stricken.

Skylding prince, much scathe by glassy
Skotborg burn³² to the Wendish didst thou:
famous was thy feat 'gainst greater
forces, king, and strong thy good luck;
higher were the heaps of slain men,
hero!—was thee victory granted—
than the wilding wolf-packs, ranging
widely, e'er could clamber over.³³

Olaf's avenger! mighty matter
makest thou for song: I seize it;
dew-of-wounds to drink thou givest
dun-hued eagles: grows my poem!
Magnus! Win didst thou in one short
winter—first wast ay in sword-play—
victories four—invincible they
vow thou art, destroyer-of-war-shields!

Briskly—it will e'er be told while
earth doth last—at Helganes³⁴ thou—
bloody wings the bird of combat
beat and cawed—didst win the victory.
Widely*famed throughout the world, thou
wonst—while the Earl did know he lost his
folklands—all the fleet together,
flouting thus his hopes for victory.

Terror-thou-to-hoarded-treasure!³⁵
Tireless didst thou venture forth on
tossing sea with steeds-of-tempest,

³² A creek in the Hlyrskog Heath.

³³ This hyperbole is justified to some extent by the historically attested great slaughter of the Wends.

³⁴ The promontory in eastern Jutland where, in a naval battle, Magnus decisively defeated his competitor for the Danish throne, Earl Svein Estridson.

³⁵ The king is the example of spendthrift generosity.

tarrying else 'neath foam-flecked awnings.³⁶
 Like a keen-eyed kestrel, Visund
 carries thee inside its stern-deck
 swiftly o'er the surfy wave-crests:
 seemlier prince ne'er sailed a warship.

Ne'er letst thou from mind of mankind,
 Magnus, vanish thy name's terror;
 fire nor iron ever flee'st thou
 in the fray, thou curb-of-robbers;
 radiant like the day-star rising,
 richly dight, the roller-horses
 brightly gleam like beacon fires
 burning, by the ruler gilded.

Men do ween, when with his warships
 watery crests the sea-king cleaves, that
 angel hosts of heavens' ruler
 hover 'bove the sloping sea-hills.

Sure it is that all the people
 ever—wrecker of the foam-flecked
 North-Danes' nags-of-Ægir!³⁷—love thee
 next to God above in heaven.

Skylding!—Better king will scarce 'neath
 sky-vault e'er be born than thou art!

As Magnus died in 1047, *Hrynhent*, in which he is addressed by 'thou,' must have been composed somewhat earlier. We do not know whether Arnor remained in Norway with Harold, now sole ruler. There are extensive fragments of the memorial poem on him after his fall at Stamford Bridge (1066), which marked the last attempt of Scandinavian kings to conquer England; but if several of its stanzas refer to this event as definitely as is the rule in the encomiastic efforts of the skalds, it is by no means necessary to conclude that the poet had taken part

³⁶ Spread on the deck while the ship lay drifting or in harbor.

³⁷ Kenning (substituted by the translator) for 'ships.'

in that ill-fated expedition, for accurate reports of the event were no doubt brought home by remnants of the army.

Arnor no doubt passed the end of his life in his native land, since he is said to have composed a memorial poem on the Icelandic chieftain Gellir Thordsson, who died on a pilgrimage to Rome about 1073.³⁸

So far as we can gather, Arnor was a peace-loving man, though he no doubt stood his man in battle, upright, loyal, genuine. He is proudly conscious of his poetic gifts and of his worth as a man—the anecdote related above brings that out clearly. His personality was hardly outstanding or picturesque, else we would have been told more about him. His production must have been considerable, to judge from his reputation among contemporaries and from the large fragments of his verse that were kept in mind. In no sense can he be said to be a great poet. For that, he lacked originality and intensity of feeling. His versification is impeccable and brilliant in *Hrynhent*; this, indeed, shows more imaginative ability than does the remainder of his work.

³⁸ *Laxdæla saga*, chap. 78.

GRÍMNISMÁL 33

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SNORRI STURLUSON'S account in the *Prose Edda* of the world ash Yggdrasill and its denizens differs in one important particular from the description given by the poet of *Grímnismál* in the *Elder Edda*. According to Snorri, a very wise eagle sits in the branches of the tree, and between his eyes reposes a hawk, whose name is Veðrfölnir.¹ This statement was no doubt taken from a stanza which occurred in the poetic source used by Snorri. The poet of *Grímnismál*, on the other hand, preferred merely to allude to the presence of the eagle in the tree by relating how his words are transmitted by the squirrel Ratatoskr to the dragon Niðhöggr down below. The hawk is not mentioned at all in the poem. Yet it hardly seems necessary to assume with Gering and others that a stanza has "fallen out of" *Grímnismál*, just as it is unnecessary to assume, despite the difference in the number of stags mentioned in stanzas 33 and 35, that stanzas 33 and 34 are "interpolations" of a later reviser. Out of the facts known to him the poet chose those which he wished to incorporate in *his* poem, omitting in one instance, elaborating in another, and even being provokingly illogical where he saw fit. But the quotation from the somewhat different version represented in the *Prose Edda* does help to clarify the rather obscure picture offered by the poet of *Grímnismál* in stanza 32.

In all probability the eagle and the hawk were placed in the upper branches of the great ash by the *æsir* in order that the birds' sharp eyes might detect, even sooner than could the gods themselves, the approach of the hostile forces which one day will surely advance against the ruling powers and the world they have established.² But while peering far into the distance, watching for the coming of invaders from without, the birds are quite unmindful of the destructive forces in the guise of a squirrel,

¹ Snorri Sturluson, *Edda*², udgiven af F. Jónsson. København, 1926, p. 22.

² See *Die Lieder der Edda*, herausgegeben von B. Sijmons und H. Gering (Halle, 1927), III, 1, p. 202, and *The Poetic Edda*, translated by L. M. Hollander (Austin, 1938), p. 69 footnote 43.

stags, serpents, and a dragon, which are ceaselessly attacking the ash right under their very eyes. It has been plausibly suggested that the squirrel is not really carrying malicious words between eagle and dragon, as Snorri seems to have thought; the squirrel is rather betraying the incautious chatter of the talkative eagle, the servant of the gods, to their arch foe.³ In this way Níðhoggr receives information which may prove useful to him on the final day of reckoning. Perhaps the squirrel is also causing actual physical damage to the tree by constantly running up and down the trunk (cf. 35, 4: *en á hlíðo fúnar*). The serpents, although lying beneath the tree, succeed, nevertheless, in gnawing at its branches. It is not possible to discover from the text whether the serpents are supposed to be biting at overhanging branches or whether they are thought of as being able to crawl into the lower reaches of the tree. At any rate they do not go so far as do the stags, who, according to the *Prose Edda*, run in the branches of the tree and bite the highest ones (*bíta barr*). Stanza 35 of the poem, which briefly sums up the troubles of the ash, has the single stag "biting above" (*bíta ofan*).⁴

For Snorri's *bíta barr*, *Grímnismál* 33 has the partly corrupt phrase *af hefingar á gaghálsir gnaga*.⁵ It is at least clear that this passage must contain an expression which had become strange long before either of the surviving manuscripts was written, since it has been handed down in essentially the same form, with only slight differences in detail. Occasionally with complete confidence, oftener with more or less hesitation, *hefingar* (usually altered to *hæfingar*)⁶ has been derived from the verb *hefja* (past

³ Sijmons und Gering, *loc. cit.*

⁴ For *ofan* in the sense of 'above' cf. H. Gering, *Vollständiges Wörterbuch zu den Liedern der Edda*. Halle, 1903, p. 761.

⁵ *Codex Regius* has *af hefingar á agaghálsir gnaga*; *Codex AM 748* has *af hæfingar á gaghálsir ganga*.

⁶ See S. Bugge, *Studien über die Entstehung der nordischen Götter- und Heldensagen* (übersetzt von O. Bremer), München, 1889, p. 503, footnote 2 (p. 473 of the original edition). Other examples in *R* of *ε* for *æ* are *εþi*=*æði* and *fnęsta*=*fnęsta* (*Håndskriftet Nr. 2365* . . . i fototypisk og diplomatisk gengivelse udgivet ved L. F. A. Wimmer og Finnur Jónsson, København, 1891, p. 23, line 18 and p. 60, line 23); in *AM 748* examples of *æ* for *æ* are *dæmdag*=*dæmðak* and *bęta*=*bęta* (*Håndskriftet Nr. 748* . . . i fototypisk og diplomatisk gengivelse udgivet ved Finnur Jónsson, København, 1896, p. 1, lines 15 and 25).

tense *hóf*) 'heave, lift, raise' and the meaning 'what is lifted up, height, eminence' ascribed to it. The word was thought to be a feminine-plural noun, the direct object of *gnaga*. Therefore, both the preceding *af* and the following *á* had to be construed as adverbs, so that the whole passage was rightly termed by Gering "ein sehr ungeschickter ausdrück, zu dem es kaum eine parallele gibt."⁷

However, neither form, *hæfing* or *hefing*, can be directly derived from *hefja*, as von Bahder has shown,⁸ because feminine abstract nouns in *-ing* are formed only from weak verbs with long-stem syllable, whereas abstracts in *-ning* are associated with strong verbs, since they are derived directly from weak intransitive verbs in *-na*, which exist or did exist at one time beside the corresponding strong verbs. Such abstracts have the weak grade of vocalism in the stem, in conformity with the past participle of the strong verbs. It is for this very reason that von Bahder is wrong in connecting *hæfing* 'erhebung' (shown by his translation to be quoted from the passage under consideration) with the weak verb *hæfa* 'hit, fit, behoove, be meet,' which is a denominative from *hóf* 'moderation, measure.' But these words (*hæfing*: *hæfa*) cannot be related, because of their widely divergent meanings. The correct verbal abstract from *hæfa* 'hit' is *hæfing* 'aiming at'⁹ (cf. *hæfa til* 'aim at, aim'), and the abstract from *hefja* must be the apparently late *hafning* 'a heaving up, elevation, lifting' (of christening).¹⁰ The substantive *hæfing* (not *hefing*) in *Grímnismál* 33 does, I think, signify 'height, eminence,' but it can be derived only from a verb **hæfa* 'raise,' which in turn is derived from *hefja* (*hóf*). The verb **hæfa* may have been lost at an early period because it was synonymous with the earliest sense of *hefja* 'take, seize, grasp' (cf. Latin *capio*)¹¹ and

⁷ Sijmons und Gering, *loc. cit.*

⁸ Karl von Bahder, *Die Verbalabstracta in den germanischen Sprachen*. Halle, 1880, pp. 189 f.

⁹ R. Cleasby and G. Vigfússon, *An Icelandic-English Dictionary*. Oxford, 1874, p. 305.

¹⁰ Cleasby and Vigfússon, *op. cit.*, p. 231.

¹¹ H. Falk und A. Torp, *Norwegisch-Dänisches etymologisches Wörterbuch*² (übersetzt von H. Davidsen). Heidelberg, 1910, I, p. 450.

perhaps also because of the formal identity with the frequently used *hæfa* 'hit.'

Form and meaning of *hæfing* having been established with a fair degree of certainty, the question remains as to whether a satisfactory emendation of the manuscript reading *af hefingar á* (or *af hæfingiar á*) can be made. Assuming that an ancient scribe wholly misunderstood the passage because both the noun *hæfing* (if it ever existed except in this one connection) and the verb **hæfa* 'raise' had become unfamiliar, it is not unreasonable to assume as the original version of the texts the reading *af hæfingo ara* "from the eminence of the eagle," that is "from the upper reaches of the tree, where the watcher of the gods has his perch." The eagle's presence was essential to the safety of the tree, so that a more felicitous metaphor is scarcely conceivable. The phrase is a poetic expression, probably created for the occasion by the original poet of *Grímnismál* for the purpose of bringing more vividly before the auditor the fact that the very part of the tree which is being used as a seat by the eagle is being gradually destroyed by the stags, while the unsuspecting bird is looking for trouble from a distance. The adoption of this reading not only eliminates the syntactical difficulties in the passage but also furnishes an eminently appropriate metaphor for the higher branches of the tree Yggdrasill.

SOME POETIC SYNONYMS OF PROSE WORDS IN THE ELDER EDDA

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THERE are many poetic synonyms for prose words in the *Elder Edda*, but it is often difficult to determine why one or the other was used. The poetic word lent beauty and glamour to the conception involved, yet the prose word was often used under apparently similar circumstances. As a rule poetic words were applied more often to the gods, heroes, fair women, and to things of beauty or display. For instance, in the *Alvismál* the heavenly bodies are designated by the prose word among men but by the poetic word among gods (cf. *himinn:hlyrnir* 'heaven,' 12, 1; *máni:mylinn*, 'moon,' 14, 1; *sól:sunna* 'sun,' 16, 1, etc.); the poetic word *rann* 'abode, house' instead of the prose word *hús* is consistently used when referring to the abode of the gods or of heroes; the poetic word *fljóð* 'woman' instead of the prose word *kona* is most frequently used in connection with love, or applied to fair women or to women of rank. But there were a few poetic words which were very rarely used in place of their prose synonyms, and it is to these that I shall like to call attention here; viz., (I) *lófi:mund:hond* 'hand' and (II) *beit:skip* 'ship.'

I. (a) *Lófi* (Goth. *lōfa*) is a prose word denoting 'the flat or the palm of the hand' and is twice so used in the *Elder Edda* (cf. *Sd.*¹ 8, 3; 16, 4). But in *Gthr.* III, 8, 1 this prose word *lófi* is used in the sense of 'hand':

Brá hón til botns bjǫrtum lōfa

"She thrust her fair *hand* to the bottom (of the kettle)."
Since the prose word *hendi* would have fulfilled the metrical requirements, it is clear that the poet deliberately chose the word *lófa* as a type of kenning (synecdoche) to lend a poetic tinge to his description of Guthrun's "fair hand." Synecdoche was a common device for a poetic rendering of prose words (cf. *lófi* 'palm of the hand' > 'hand' with *kjǫlr* 'keel' > 'ship,' *rand* 'edge (of a

¹ References to, and quotations from, the *Elder Edda* are based upon Ger-
ing's fourth edition (1922).

shield') > 'shield,' etc.). Later (9, 2), when Guthrun has successfully passed the ordeal and it is therefore a question of her *unscathed* hands, the prose word *hendr* is used:

es heilar sá hendr Guþrúnar

(b) *Mund* 'hand' is a poetic word but occurs only twice in the *Elder Edda*:

léttr megi hveþrungs mund of standa
hjer til hjarta . . . (Vsp. 54, 3)
Bóta skal þér þat þá baugi mundar (Hrbl. 42, 1)

In both these passages the word *mund* is used in connection with the gods (*Víþarr*, *Óðin*). This circumstance together with the fact that the word *mund* 'hand' later developed the sense of 'protection' may indicate that in these passages the word *mund* already connoted the sense '(powerful, protecting) hand' in contradistinction to *hönd* 'hand' as simply a member of the physical body. This assumption is in keeping at least with the passage in *Vsp.* 54, 3 where *Víþarr* thrusts his sword with his hand into the heart of the Fenris-Wolf, thus protecting the gods from this monster.

II. *Beit*:*skip* 'ship.' The prose word *skip* is of frequent occurrence in the *Elder Edda* and is used to denote any kind of 'ship.' The poetic word *beit*, on the other hand, occurs only twice, and in both passages it has reference to beautifully adorned war vessels:

fylkir þér truit, es þik í fegrum léttr
beits stafni bua (HHv. 14, 4)
beit svört skriðu ok buin golli (HH. I, 24, 2)

The poetic word *beit* obviously enhances the imposing picture of these ships. Since the word *beit* is likewise in scaldic poetry of comparatively rare occurrence (cf. *Lex. Poet.*², 40a) we may assume that at the time of the composition of the *Helgi* lays the poetic word *beit* was on its way to extinction, perhaps due to the intrusion of the OE or the OFris. loan word *báttr* 'boat.' The poetic connotation of the word *beit* may have implied the movement of the ship upon the waves (cf. *beit*:*beita* 'to cruise, sail' with the poetic words for 'ship' *fley*:*flaust*:*fljóta* 'to float').

THE THIRTY-FIRST ANNUAL MEETING OF THE
SOCIETY FOR THE ADVANCEMENT OF
SCANDINAVIAN STUDY

THE Society for the Advancement of Scandinavian Study met on the campus of Dana College, Blair, Nebraska, on Friday and Saturday, May 1 and 2, 1942.

FIRST SESSION, FRIDAY, MAY 1, 2 P.M.

In the absence of the President of the Society, Professor Richard Beck, the meeting was called to order by the Vice-President, Professor Carl E. W. L. Dahlström.

President L. Siersbeck of Dana College in his address of welcome sketched briefly the history of the college and of the theological seminary and presented the plans for the future development of the institution. President Siersbeck mentioned the fact that all colleges founded by Americans of Scandinavian extraction are united in their desire to promote Scandinavian studies, and that today these educational institutions feel more closely united than ever before.

The reading of papers was then begun:

1. Kaj Munk, a Modern Danish Dramatist (20 minutes). By Professor Paul C. Nyholm, Dana College. The paper was discussed by Professors Martin Söderbäck and Carl Dahlström.

2. Certain Artistic Aspects of Tegnér's Poetry (20 minutes). By Professor A. M. Sturtevant, University of Kansas. Discussed by Professors E. Gustav Johnson and Carl Dahlström.

3. Ibsen's Physicians (20 minutes). By Professor Norman L. Willey, University of Michigan. Discussion by Professors Carl Dahlström and Paul Nyholm.

4. The Study of American Place Names of Swedish Origin (20 minutes). By Professor E. Gustav Johnson, North Park College. This paper was discussed by Professors Norman L. Willey and Carl Dahlström.

5. George P. Marsh and Scandinavian Study in America. By Professor Richard Beck, University of North Dakota. Read by title.

The following committees were appointed: for Nominations, Professor Martin Söderbäck, Mr. Nils W. Olsson, and Dr. Lydia Wagner; for Auditing, Professor E. Gustav Johnson and Mr. Elmer Larson; for Resolutions, Professors A. M. Sturtevant and Norman L. Willey.

There were twenty-one present at this session.

At the dinner, which was attended by visiting members and students and faculty members of Dana College, 135 persons were present. President L. Siersbeck introduced the Secretary of the Society, who spoke on the present status of Scandinavian studies in American colleges and universities.

At eight o'clock the members of the Society were guests of the local chapter of the American-Scandinavian Foundation at an excellent program, including pipe organ selections by Professor J. W. Link of Dana College, songs in Danish and in English by the Dana College a Cappella Choir, and the presentation in Danish of some of the scenes in Kaj Munk's *Ordet*. Dr. H. F. Swansen, President of the Dana Chapter of the American-Scandinavian Foundation, introduced the program with some well chosen remarks, and Professor Paul Nyholm offered helpful explanations before the rendition of the play. The following is a list of the characters, with the names of the Dana students taking the parts: *Mikkel Borgen*, Gaardens aeldste Søn, Norman Bansen, Ferndale, Calif.; *Inger*, hans Kone, Edna Bondo, Albert Lea, Minn.; *Gamle Mikkel Borgen*, Gaardejeren, Edward Hansen, Harlan, Iowa; *Johannes Borgen*, Theologisk Kandidat, Ronald Jensen, Spencer, Iowa; *Pastor Bandbul*, Sognets Praest, Hans Carlsen, Berkeley, Calif.; *Doktor Houen*, Gaardens Laege, Einar Olsen, Culbertson, Mont.; *Anders Borgen*, Ugift Søn, Archie Mork, Dickson, Alberta; *Maren*, Ingers Datter, Sylvia Siersbeck, Blair, Nebr.; *Kathinka*, Tjenestepige, Katherine Larsen, Laurel, Nebr. Professor Paul Nyholm served as director and Carl Wildrick as stage manager of the play. The performance showed great skill, and the pronunciation of the Danish was excellent. It is to be hoped that the troupe may find opportunities to repeat the performance in many other places where Danish is understood. This delightful evening program was attended by 140 persons.

The genial hospitality of the college continued with a reception in Ladies' Hall, attended by visiting members and students and faculty of the college. All joined in the singing of Danish, Norwegian, Swedish, and American songs, and Scandinavian delicacies were served. It was an evening long to be remembered.

SECOND SESSION, SATURDAY, MAY 2, 9:30 A.M.

The meeting was called to order by Vice-President Carl Dahlström.

The following papers were read:

6. The Passive in Swedish (10 minutes). By Professor Martin Söderbäck, North Park College. Discussion by Professors E. Gustav Johnson, Carl Dahlström, A. L. Elmquist, A. M. Sturtevant, and Paul Nyholm.

7. Relations between Jutlandic and English (15 minutes). By Mr. Nils W. Olsson, University of Chicago. This paper was discussed by Professors A. L. Elmquist, Joseph Alexis, A. M. Sturtevant, Paul Nyholm, E. Gustav Johnson, and Carl Dahlström.

8. The East Point Creek Congregational Library in Iowa (15 minutes). By Dr. F. Swansen, Dana College. Discussion by Mr. Nils W. Olsson and Professor A. L. Elmquist.

9. Theomachy: Strindberg, Zola, Andrejev (20 minutes). By Professor Carl E. W. L. Dahlström, University of Michigan. This paper was discussed by Mr. Nils W. Olsson.

The report of the Secretary-Treasurer was read and accepted together with the report of the Auditing Committee.

The report of the Editor was accepted.

The Committee on Resolutions presented the following: "The Society for the Advancement of Scandinavian Study desires to express its sincere appreciation of the cordial hospitality extended by Dana College at this thirty-first annual meeting. The Society is particularly indebted to the Local Committee on Arrangements, whose painstaking efforts have been a vital factor in the success of the meeting. The beautiful musical rendition by the a Cappella Choir and the presentation of Kaj Munk's *Ordet* were valuable contributions to the cultural atmosphere of

the evening entertainment. For us this meeting is unique in that for the first time in the history of our Society we have had the privilege of visiting an institution of Danish origin. The Society not only appreciates this privilege but also desires to express the wish that Dana College may continue to flourish as an institution which fosters those ideals of Scandinavian learning and culture for which our Society was founded." The resolution was accepted.

The officers elected were: President, Professor Carl E. W. L. Dahlström, University of Michigan; Vice-President, Professor Norman L. Willey, University of Michigan; Secretary-Treasurer, Professor Joseph Alexis, University of Nebraska; Editor of *Scandinavian Studies*, Professor A. M. Sturtevant, University of Kansas; Associate Editor, Professor A. L. Elmquist, University of Nebraska; members of the Advisory Committee for three years, Professor Paul Nyholm, Dana College, and Professor Richard Beck, University of North Dakota.

There were thirty-seven present at this session.

The thirty-first annual meeting of the Society adjourned.

JOSEPH ALEXIS, *Secretary*

TREASURER'S REPORT

TO THE SOCIETY FOR THE ADVANCEMENT OF SCANDINAVIAN STUDY

INCOME

On hand May 1, 1941.....	\$990.41	
Received from membership dues.....	713.70	
Sale of <i>Scandinavian Studies</i>	11.50	
Advertising in <i>Scandinavian Studies</i>	35.00	
Contributions to the Endowment Fund.....	4.00	
From estate of Elizabeth A. Marshall.....	41.30	
Interest on Endowment Fund.....	260.00	\$2,055.91

EXPENSES

Banta Publishing Company

May number, 1941, <i>Scandinavian Studies</i> ..	\$172.80	
August number, 1941, <i>Scandinavian Studies</i>	157.80	
November number, 1941, <i>Scandinavian Studies</i>	169.19	
February number, 1942, <i>Scandinavian Studies</i>	173.83	\$673.62

A. M. Sturtevant, postage	10.00	
A. L. Elmquist, postage	10.00	
Postmaster, for stamps and envelopes	38.40	
Clerical help	58.00	
Programs for the annual meeting	8.00	
Letterheads and membership cards	8.80	
Exchange on checks	6.67	
To Endowment Fund	1,000.00	1,813.49
On hand May 1, 1942		242.42
Endowment Fund		5,200.00
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		\$5,442.42

